



Art Curriculum End Points

EYFS	<p>Interpretation and Evaluation:</p> <ul style="list-style-type: none">Describe what can be seen.Attempt work without fear of failure.Say what you like and dislike. <p>Drawing</p> <ul style="list-style-type: none">Use a pencil to draw basic outlines of people and objects.Draw lines and make marks independently.Draw regular and irregular 2D shapes.Create simple outlines of people, places and objects with pencil and charcoal. <p>Colour:</p> <ul style="list-style-type: none">Experiment with mixing different colours. <p>Painting:</p> <ul style="list-style-type: none">Mix colours.Use poster paints. <p>Printing:</p> <ul style="list-style-type: none">Print with a range of hard and soft materials, e.g. corks, sponge, veg.Paint objects to use for printing purposes.Print in mono. <p>Textiles:</p> <ul style="list-style-type: none">Create own effects using natural resources in environment.Create own textures using natural resources in environment.Use pre-made templates to shape fabrics. <p>3D Form:</p> <ul style="list-style-type: none">RubbingsPrint with variety of objectsPrint with block colours.
Year 1	<p>Interpretation and Evaluation:</p> <ul style="list-style-type: none">Ask questions about art and design.Say what could be better.Have a personal preference about types of art and design. <p>Drawing:</p> <ul style="list-style-type: none">Use a variety of tools, Inc. pencils, rubbers, crayons, pastels, felt tips, charcoal.Use a sketchbook to gather and collect artwork.Begin to explore the use of line, shape and colour. <p>Colour:</p> <ul style="list-style-type: none">Name the primary and secondary colours.Identify variations of a colour. <p>Painting:</p> <ul style="list-style-type: none">Use a variety of tools and techniques including the use of different brush sizes and types.Mix and match colours to artefacts and objects.Mix secondary colours and shades using poster paints.Work on different scales.Create different textures. <p>Printing:</p> <ul style="list-style-type: none">Make rubbings to collect textures and patterns.Roll printing ink over found objects to create patterns.



	<p>Textiles:</p> <ul style="list-style-type: none">▪ Use an up and down technique with safe needle – using tapestry canvas▪ Use glue to secure beads, buttons and feathers for decoration.▪ Create simple templates to shape fabrics.▪ Create and use dyes, i.e. onion skins, tea, coffee. <p>3D Form:</p> <ul style="list-style-type: none">▪ Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.
Year 2	<p>Interpretation and Evaluation:</p> <ul style="list-style-type: none">▪ Ask sensible questions about art and design.▪ Identify similarities and differences about different art and design.▪ Attempt different styles, without fear of failure, and build on mistakes. <p>Drawing:</p> <ul style="list-style-type: none">▪ Experiment with different grades of pencil and other implements.▪ Understand the basic use of a sketchbook and work out ideas for drawings.▪ Draw for a sustained period of time from the figure and real objects, including single and grouped objects.▪ Experiment with the visual elements; line, shape, pattern and colour. <p>Colour:</p> <ul style="list-style-type: none">▪ Know how to make the main colours.▪ Use white and black to lighten or darken a colour. <p>Painting:</p> <ul style="list-style-type: none">▪ Mix a range of secondary colours, shades and tones using different paints e.g. poster paints and water colours.▪ Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.▪ Work on a range of scales e.g. large brush on large paper etc.▪ Mix and match colours using artefacts and objects. <p>Printing:</p> <ul style="list-style-type: none">▪ Overprinting motifs and colour. <p>Textiles:</p> <ul style="list-style-type: none">▪ Match and sort fabrics and threads for colour, texture, length, size and shape.▪ Change and modify threads and fabrics by knotting, fraying, twisting and plaiting.▪ Sewing - Use up and down technique with safe needle to create patterns and basic images – using tapestry canvas.▪ Create simple templates to shape fabrics. <p>3D Form:</p> <ul style="list-style-type: none">▪ Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.
Year 3	<p>Interpretation and Evaluation:</p> <ul style="list-style-type: none">▪ Analyse what yourself and others have done and give an opinion.▪ Make some improvements in response to critique and analysis.▪ Ask sensible questions about art and design.▪ Use pre-existing art and design as the basis for creating own. <p>Drawing</p> <ul style="list-style-type: none">▪ Experiment with different grades of pencil and other implements.▪ Plan, refine and alter their drawings as necessary.▪ Use their sketchbook to collect and record visual information from different sources.▪ Draw for a sustained period of time at their own level.▪ Use different media to achieve colour and shape. variations in line, texture, tone, colour, shape and pattern. <p>Colour:</p>



- Use tones of the same colour to represent objects such as leaves, grass and brickwork clearer.

Painting:

- Mix a variety of colours and know which primary colours make secondary colours.
- Use a developed colour vocabulary.
- Work confidently on a range of scales e.g. thin brush on small picture etc.

Printing:

- Create printing blocks using relief or impressed methods.

Textiles:

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Use a variety of techniques, e.g. printing and dyeing to create different textural effects
- Use stitching to secure decoration.

3D Form:

- Join clay adequately and work reasonably independently.

Year 4

Interpretation and Evaluation:

- Take into account the views of others in formulating and developing artistic understanding.
- Create own art that is ambiguous and open to interpretation.
- Make improvements on the go as result of ongoing self-analysis and self-critique.

Drawing

- Make informed choices in drawing inc paper and media.
- Alter and refine drawings and describe changes using art vocabulary.
- Collect images and information independently in a sketchbook.
- Use research to inspire drawings from memory and imagination.
- Explore relationships between line and tone, pattern and shape, line and texture.

Colour:

- Use more complex colour mixing techniques in order to develop tint, tone and shade.
- Use different colour to reflect mood and feelings, and have an awareness of cold and warm colours.

Painting:

- Explore relationships between line and tone, pattern and shape, line and texture.
- Make and match colours with increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade, hue.
- Choose paints and implements appropriately.
- Plan and create different effects and textures with paint according to what they need for the task.
- Show increasing independence and creativity with the painting process.

Printing:

- Print with two colour overlays.

Textiles:

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Use a variety of techniques, e.g. weaving and stitching.
- Use needles and thread for basic stitch work, sewing two pieces of fabric together with increasing precision.
- Create templates and pin accurately to fabrics.
- Use coloured dyes to create colourful effects, i.e. tie-dyeing.

3D Form:

- Make informed choices about the 3D technique chosen.

Year 5

Interpretation and Evaluation:

- Compare and contrast their ideas, methods and approaches.
- Connect to relevant period in history and say how art was impacted by the time.

Drawing

- Use a variety of source material for their work.
- Work in a sustained and independent way from observation, experience and imagination.



- Use a sketchbook to develop ideas.
- Explore the potential properties of the visual elements, line, tone pattern, texture, colour and shape.

Colour:

- Look at objects with an increasing understanding of colours needed and how to make them.
- Use more complex colour mixing techniques in order to develop tint, tone, hue, shades and texture.

Painting:

- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
- Work on preliminary studies to test media and materials.
- Create imaginative work from a variety of sources.

Printing:

- Design and create printing blocks based on initial plans.

Textiles:

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Use increasingly complex patterns, and create own template.

3D Form:

- Describe the different qualities involved in modelling, sculpture and construction.

Year 6

Interpretation and Evaluation:

- Compare and contrast their ideas, methods and approaches.
- Use the styles and mediums of different artists increasingly in own work, and build own success criteria from what is already known.
- Make improvements in response to critique and analysis, referring continually back to self-defined success criteria.

Drawing

- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Identify artists who have worked in a similar way to their own work.
- Develop ideas using different or mixed media, using a sketchbook.
- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Colour:

- Understand about different variations of palettes, including cold and warm colours.

Painting:

- Create shades and tints using black and white.
- Choose appropriate paint, paper and implements to adapt and extend their work.
- Show an awareness of how paintings are created (composition).
- Plan, cut and create stencils for spray painting.
- Use oil, acrylic, poster and watercolour, and spray paints.

Printing:

- Print with three or more colour overlays.

Textiles:

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Use needles and thread for stitch work and to stitch fabric together.

3D Form:

- Develop skills in using clay inc. slabs, coils, slips, etc.